

Reflection over the significance of the process of feminization of the professions linked with education

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In my effort for a closer encounter with the subject matter of talented children and the possible risks, which can lead to failures in educating talented children I noticed that feminization of the professions linked with education and professions, which target at managing failures of the aforesaid children is a phenomenon, which could have a hidden potential and a closer research of it which could lead to the possibilities of positive usage of this up to now, in my opinion, not satisfactorily researched phenomenon. It seems that women successful in these professions can invest their emotional capital when focusing on help and support of development of talented children.

When studying various approaches and conceptions of everyday reality, I have noticed one thing. Men, who, in their profession, deal with the reflection of the world and want to explain the mechanisms on the basis of which it works, try to understand social reality logically and rationally. Their theories frequently lack faith in any intention of the individuals to deal otherwise than in their own profit.

Such an approach to reality shows a disconsolate depiction of our world. In the review of the history of sociology as well as other disciplines, such as, for example philosophy or psychology, I cannot recall almost any respected female names, which would have a significant impact upon these disciplines. In the last decades there are more female names appearing in the above mentioned research fields.

When I wanted to get to know the approaches of various scientists to talented children, I was most inspired by texts of those women, speaking mainly about the field of psychology, who had deep clinical experience. These texts illuminated for me the efforts for searching and researching the possibilities of positive approach, which could contribute to practical solutions of problems linked with the problems of talented children. I noticed something I would characterise as the female way, which comes from the specific role of a woman, which is most probably conditioned by her natural biological disposition.

In contrast to many women, who nowadays fight for positions connected with aggression of conquering sources and power, women who deal with the subject matter of talented children, whatever viewpoint they take, for example their teachers or psychologists are looking at the ways to help the children to orientate in the

complex world. They are searching for routes how to help them how to manage and understand frequently powerful emotions connected with the confrontation of their inner world as well as the outer world that surrounds them. They are trying to help them to cope with the difficulties their life brings. They help talented children when searching for the way to fully understand their creative talents and then how to use them in a creative and positive way. They, together with the children, are looking for a way to shift the boundaries of knowledge positively. They are trying to help them to find courage and self-confidence, which will enable them to find their place in life and find their way to themselves as well as to people in their surroundings. Concurrently, they emphasize the imperative need for the children to become fully emotionally and psychologically developed personalities.

Recent research studies in the field of professional success of talented children in the market as well as private life, conducted in the last decades, clearly show that healthy psychological and emotional development is the prerequisite for the success in later life. It is not solely the talent, which, without the aforesaid prerequisites, can lead to disappointment and frustration.

Therefore the efforts of women who are looking for practical solutions and recipes how to help children who were not so fortunate to get the impulses that would help them start the process of the integration of their personality as well as start the creative process of aimed and persevering activity to use their own potential from their immediate surroundings, I consider it to be a very significant contribution to the expert discussion looking for the answers regarding any questions connected with the process of education. I perceive their activity as an effort for **help, support, and enable**, which cannot be implemented without the emotional investment and faith based on the experience that such trying is sensible.

The aforementioned brought me to the idea where to find the impulse for coordinated implementation of unselfish emotional investment common to the women working in the process of education or support of a talent. We can find this mode of fulfilment in women working in any of so-called helping professions including doctors, naturally we can look for the presence or absence of it in any women in any professions. One of the intuitive explanations could be the so-called “female attitude” the origin of which could be found somewhere close to the “maternal instinct”. In my opinion the driving motive of the instinct is the powerful need of unselfish implementation of their own emotional investment. I think that the need of handing over emotions is inborn

with women and emotionally mature women can implement the said need in any of their acting.

An influential study researching the phenomenon of maternal love from the long-term perspective in France, the author is a woman, bears an eloquent title “Love extra – history of maternal love between 17th and 19th centuries“; the author reached the conclusion that maternal love is a social construct, which changes its form as well as its meaning in the course of time, it can be absent, if it is not socially supported. (E. Baditnter, 1998)

I feel that the meaning and real influence of the phenomenon of maternal love with all its impacts as well as possible consequences has not been researched satisfactorily and its influence is in the theories endeavouring for the “impartial” illumination of social relationships, trying to describe or even explain human acting in the process of socialisation completely neglected. I find it quite logical that I came to this idea when studying texts written by women who work in the field of talented children and I also find quite logical that those women were able to use their biological predetermination (“maternal instinct”) creatively for searching how to implement their emotional investment. .(Where else than in contact with the children who have the potential to be developed, it would be more natural to implement the said “maternal Instinct” and use it creatively to the maximum.) The results of their acting fill me with hope that it might be purposeful to work on this phenomenon.

I dare to utter a hypothesis that gradual development of some professions to their feminisation – for example education or medicine as well as other professions that are either directly or indirectly linked with support or **help** is caused by the completely natural (more or less reflected) need for application of the above stated archetypal female instinct.

I find it natural that women who work in these fields more or less identify themselves with the said aspect of their personality depending on how much they succeeded in internalising their female identity. That is why each of them acts individually and implements the said original instinct according to her possibilities. (By the way, it seems that nowadays many women perceive searching their identity as a conflict and they do not always succeed in finding a satisfactory solution.)

Another question is to what extent is this acting conscious, intentional or if they feel it as natural. And why other women involved in care or help or education do not have such an attitude?

Of a certain influence seems to be the prevailing concept of femininity in our contemporary multidimensional world. The resulting identities of individual actors can differ from each other enormously. There is a wide choice, which depends, in my opinion, on the level of the total maturity of an individual, as this is the precondition for courage for free and simultaneously considerate decision-making and acting, which needs "healthy self-confidence".

To reach emotional maturity as well as reflected awareness of one's potential can be contributed, in the opinions of many a generation of experienced teachers as well as other scientists dealing with education from various angles, by the properly aimed educational influence, which is the result of the influence of family, school, peer groups as well as all the other influencing factors, which have their impact upon a human being in the course of their life. Even though all the participants try their best, it is partially the decision of the individual themselves what they take from the said influencing factors from their environment and it is further influenced by the individual's temperament as well as by many other transparent as well as latent factors, which determine the process of selection and the intensity with which the individual internalises and reflects upon the said influences.

Research studies have shown also the influence of the factors such as chance and luck, which can initiate the motivation of an extraordinary talented individual.

Nevertheless, the influence of the stated "powerful experience" or chance is not sufficient in case that the personality is not mature enough, is not integrated or, in other words, "prepared" to use the said chance. (as can be found in common language— „Fortune favours the prepared“, „Fortune favours the brave“).

Researchers, who are looking for the answer in the studies of biographies of geniuses to the question what factors lead to the success of the talented, see the core of success in the capability of continuing in the efforts and work for reaching the targeted aim.

Therefore women, psychologists, who devote themselves to talented children, who have the conflict of how to cope with the environment, are looking for the way how to support talented children to learn to exert continuous effort, which would help them in searching and reaching their aims. Concurrently, they emphasize the effort to educate extraordinarily talented children to become emotionally mature and freely deciding individuals. Empirical studies clearly show that only harmonic development of all the aspects of a person can lead to their full self-assertion.

I would like to draw attention to the fact that the need to support others and help others can also be found in males, however, I think that their need is based on a different impulse, which is linked with their biological predisposition and social identity.

The work of women who successfully work in the profession, where they help talented children to deal with the demands their environment puts on their shoulders, inspired me to the presumption that a study of their qualities could bring interesting results, which could be used further in the preparation and education of qualified professionals.

Unfortunately, the depiction of a woman in the media and her task in the contemporary world frequently draws attention in a completely different direction. It is influenced by the aggression of advertisement and effort to have impact upon completely different instincts based on the aim to create the highest possible need to consume anything that can be sold. The longing for beauty is thus reduced to the longing for looking perfect and the “maternal instinct” is used in advertisement predominantly for “cute” impression in search for buying a product. (Everybody who has ever been confronted with real acting of children knows that children are not only “cute” and mothers are not always tolerant and understanding.) Further risk of influence I see in the simplification and schematisation of reality with the tendencies to evaluate. I would like to leave the analysis of influence and impact of the media to others.

Women are expected to take a whole range of identities. Their lived through experiences focus their individual attention in a specific direction. Nowadays, the western societies comprise of a great number of women who are forced to search for their identity of an educator, mother and for whom such a situation is very difficult. Frequently they find it burdensome to look for an optimal solution. They do not neglect this problem which reflects social processes. How did this come into existence? Why is this identity completely natural for other women?

If people, who are educating somebody, want to be successful in their efforts and if their aim is to bring up healthy, emotionally as well as intellectually mature individuals who are capable of holding their ground in the contemporary world, able to face the world's challenges, and not only face them but also use them creatively for positive changes, those capable of impartial and flexible reactions to the accelerating tempo of the development as still using all their opportunities fully without fear,

understanding that it would be beneficial to direct their personality to the said ideal, constantly looking and adapting the way of becoming a good educator.

The experience everybody has with the “good” or “bad” teachers. I think that women who work in these professions without real involvement and whose self-confidence is not on the level to inspire in children the confidence in themselves, real interest in problems, they, themselves, would need a real dose of encouragement.

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